



GROWING TOGETHER.
BRANCHING OUT.

Our Orchard Curriculum

History

Overview and Progression

Last Updated: September 2021

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Growing Together Branching Out	Stone to Iron age Yabba Dabba doo	Strictly Bake off	Romans	Brazil	Brazil
Leading Question	What will you see outside your window?	Stone to Iron age, which age are you?	What is your secret ingredient?	Heroes or Villains?	Backpack Through Brazil	
History		Stone Age Iron Age Bronze Age		Finding out about the Roman Empire and its influence on Britain.		

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Saxon settlements	The <u>Force</u> of Nature	The Invaders are coming!	Peak Destination	Kings and Queens	Violent Volcanoes
Leading Question	What evidence can we dig up about how the Anglo Saxons lived?	How strong is Mother nature?	Vikings...blood-thirsty brutes or honourable warriors?	How is Europe similar and different to where I live?	Are Monarchs always a power for the good?	What's the matter with the earth?
History	Anglo Saxons		Vikings		Kings and Queens	

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Water	Victorians: Lighting The Way	The Ancient Greeks: Eureka		North America	Health Matters
Leading Question	Water for All? Risk, Danger, Hazard, or saviour?	Would you rather be a rich or a poor Victorian child?	What would life be like now without the Greeks?		North America – is it really that different?	How could you be healthier?
History		The Victorians	The Ancient Greeks			

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Environment: Eco Warriors	The Second World War: The Home Front	The First Historic Dynasty of China	Who Do You Think You Are?	Ancient Benin	Survival
Leading Question	How can we defeat the enemy?	Have You Forgotten Us?	Can we rediscover the wonders of the Shang Dynasty?	Who Do You Think You Are?	What if the people of Benin were not such talented craftsmen?	Where would you rather live?
History		Local History study – WW2	Ancient Civilisations – The Shang Dynasty		Non-European society contrasts British history	Walk the walls – history of Southampton city

History Progression

Year Group	Year 3	Year 4	Year 5	Year 6	Beyond
Historical Study	<ul style="list-style-type: none"> • Use pictures & artefacts for answering questions about the past; identify original and reproduction • Being able to understand the difference between primary and secondary evidence • Use a range of simple sources to devise historical questions 	<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Choose and discriminate between a range of information, and use this to ask questions • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • Interpret the past through role play – e.g. hot seating 	<ul style="list-style-type: none"> • Use a range of documents and printed sources • Distinguish between reliable and unreliable sources and identify the most useful sources for a particular task • Use graphs and charts to confirm information from different sources • Give reasons for change through analysing evidence 	<ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past • Understand the role of opinion and propaganda • Give a balanced view of interpretations of the past, using different points of view • Make conclusions with evidence as to the most likely version of events 	<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas
Historical Knowledge and Awareness	<ul style="list-style-type: none"> • Retell and discuss stories they have heard about the past, picking out the main elements • Discuss what they have enjoyed most about stories from the past • Identify any important changes which happened at the time being studied • Explain what they think is important about the past and explain reasons why 	<ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers • Understand that some events of the past affect people's lives today • Summarise and give reasons for the main events from a period in history, using their characteristics 	<ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history • Understand links between history and geography • Know some similarities and differences within a period of time- e.g. the lives of rich & poor • Describe how some things from the past affect life today 	<ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural, economic 	<ul style="list-style-type: none"> • Begin to understand significance • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change
Chronology and Change	<ul style="list-style-type: none"> • Use more complex phrases to describe time – a long time ago, centuries ago... • Sort recent historical studies into a broad time order • Recognise key similarities and differences for between the time being studied and now 	<ul style="list-style-type: none"> • Sort events/ objects into groups • Understand the concept of decades and centuries and use this to divide the past into periods of time • Use dates and terms accurately on a simple time line (BC and AD), using key dates when describing events 	<ul style="list-style-type: none"> • Use a full range of dates and historical terms • Use a time line to place events, periods, changes and cultural movements 	<ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify causal factors in change • Speculate – what if? What if England lost the war ... what if Jane Seymour had not died 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Speculate how present events and actions might be seen and judged in the future